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ABSTRACT

Migrant children who move constantly have trouble establishing a firm academic foundation. Poor readers experience problems in other learning situations, which in turn, have a marked impact on their self-esteem. The Early Reading Intervention program, a pilot project at San Joaquin Elementary School in Fresno County, California, targeted first-grade migrant children who were reading at a below-average level. Completed in June 1988, the program emphasized daily individualized instruction, student independence, and accelerated progress. Progress was measured by a six-part comprehensive reading and writing evaluation at the beginning and end of the 12-week session. Parent involvement and communication with administrators and staff were important components of the program. This report lists responsibilities of early intervention trainers and teachers and describes results of the 1988 pilot tests. Summary results of the examinations show student improvements in all six areas tested. This report calls for curriculum development and recommends the early reading intervention program as an option for teaching children valuable reading skills. Examples of classroom and testing materials, record sheets, and program information letters to parents are included. (TES)

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ED312104

A Success Oriented Reading Program for Young Migrant Children

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EARLY READING INTERVENTION

A Report on the Pilot Session

1988

Migrant Education

Region IV

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INTRODUCTION

The Early Reading Intervention Project completed its pilot session in June of 1988. The program, written by the Director of Region IV, Robert Allen, was funded by special project monies from the California State Department of Education, Migrant Division.

In January of 1988, the Migrant Early Reading Intervention team, composed of Lisa Marasco, Tina Meyer, and Maria Pascuzzi, under the coordination of Donna Dotson, established its pilot program at San Joaquin Elementary School in Fresno County.

What is Early Reading Intervention?

Early Reading Intervention provides intensive, individual instruction to children who are below average readers in the first grade. Early intervention is based on the premises that the longer a child fails at reading, the harder remediation becomes and that children experience a loss in self-esteem when they have had learning failures. The goal of Early Reading Intervention is to teach the children strategies that will enable them to be effective and independent readers and to be able to function in the regular classroom without extra help.

The Early Reading Intervention program demonstrates the deep commitment of Region IV to migrant children by providing them with strong academic skills and the tools to be self-confident, productive individuals. The results of the pilot session at San Joaquin School have proven that below average first-grade students can show dramatic improvement in reading skills, as well as gain the self-awareness that they are intelligent, capable young people.

BACKGROUND OF EARLY READING INTERVENTION

New Zealand Research

Early Reading Intervention is based primarily on the research conducted by Marie Clay, a New Zealand educator and psychologist. Ms. Clay has developed a reading program entitled Reading Recovery, which includes the following features:

* One-to-one instruction, which allows the teacher to design a program that begins where the child is, and not where the curriculum is.
* Daily instruction, which increases the effectiveness of the intervention.
* Student independence, which provides the skills for the student to be independent of the teacher.
* Acceleration is achieved by all the above means and also because the teacher never wastes valuable learning time on teaching something the child does not need to learn. The child is moved to a harder text as soon as this is feasible.

Further, Clay emphasizes that reading intervention should happen early in a child's schooling for several reasons:

* The longer a child fails, the harder remediation becomes.
* There may be failures in other academic subjects as well.
* Learning failures have a marked impact on a child's confidence and self-esteem.

Clay contends that teachers can locate children who can be seen to need extra help at the end of the first year of school. Clay designed the Reading Recovery program to service young children who are at the bottom one-third of their class in reading. Results of the program in New Zealand indicate that these children made accelerated progress while receiving the individual instruction. After an average of 12 to 14 weeks in the program, almost all Reading Recovery children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at an average rate.

Reading Recovery in Ohio

In 1984 educators in Ohio began a project to pilot the Reading Recovery program for first grade students "at risk" of failure in reading. Marie Clay was invited to train 21 Reading Recovery teachers in an effort to replicate the success achieved in New Zealand. Children in the lowest 20% of their classrooms were selected for Reading Recovery and, after its first full year of operation in Columbus, Ohio, Reading Recovery children scored significantly higher than an equivalent group of control children on several tests. Further, these children continued to progress at an average rate without extra help and the impact of the Reading Recovery program was still evident one year after participation in it.

Rationale for Early Reading Intervention

Good readers and writers develop early. Retention and remediation, accompanying several years of failure, fail to help children catch up with peers so that they can function productively in school or later on in society. Clay's (1982, 1985) research revealed that failing readers develop poor reading strategies which persist and hinder their reading progress. In practicing daily responses which block further learning, the poor reader experiences problems in other learning situations, which usually have a marked impact on confidence and self-esteem. The longer a child fails, the harder remediation becomes. Only through early intervention, before poor reading habits are established, can reading failure be prevented.

If the young school entrant has not been able to learn in the classroom program after one year of school, the education system must provide that child with alternatives that will work. The early reading intervention concept is an excellent choice because it provides each child with individual instruction each day and starts with what he can do and takes him along his own particular route into reading and writing. In so doing, in an average of 10-12 weeks, the child moves forward with his peers; he becomes more independent of the teacher; and he has regained self-confidence.

PROGRAM FOR CHILDREN

Means of Assessment

Children are given a six-part comprehensive reading and writing evaluation at the session's start and finish. At the beginning of the session, the results are used by the teacher to plan strategies so that the program begins where the child is, not where the curriculum is. At the end of the session, the results of the evaluation are used to measure a child's progress and as a basis for recommendations to be made to the classroom teacher. Below is a brief description of the assessments:

1. **Letter Identification** - Children are asked to identify the upper and lower case letters by alphabet name, the sound acceptable for that letter, or a word beginning with that letter.

2. **Word Test** - The word test is a sampling of the child's reading vocabulary. Word list can be compiled from the high frequency words used in the reading materials at each school district.

3. **Concepts About Print** - Children are asked to respond to questions while the teacher is reading a book. These questions pertain to significant concepts about printed language, such as use of punctuation marks, upper and lower case letters, and left-right directional movement in reading.

4. **Writing Vocabulary** - Children are asked to write all the words they know starting with their own names and including basic vocabulary and words personal to the child. Children are given 10 minutes for the task.

5. **Dictation Test** - Children are asked to write a sentence dictated by the teacher. The children are given credit for every sound that is written correctly even though the word may not be correct.

6. **Reading Test** - Students read aloud from the book that they are working on at present. (An analysis of their reading enables the teacher to tailor the reading program around their strengths and weaknesses. At session's end, the reading assessment is a valuable tool to measure the child's progress.

Daily Lessons

What are the daily objectives of a typical **EARLY READING INTERVENTION** lesson?

Children are consistently engaged in holistic reading and writing tasks. Each lesson includes reading many "little" books and composing and writing a story. Writing is considered essential for gaining control over understanding written messages. A typical day's activities will include the following:

* Rereading of two or more familiar books.

* Rereading of a new book introduced the previous day.

* Writing a sentence or story based on either a book's content or on something relevant to the child's personal experiences. Certain words will be chosen by the teach for the child to work on phonetically on an individual chalkboard or with magnetic letters.

* Review words learned in previous lessons.

* Introduction of a new book.

PARENT INVOLVEMENT

Parent involvement is a very important component to the Early Reading Intervention program. The following contacts with parents are recommended:

* Once a child is assessed, a letter will go home, in the parent's primary language, explaining Early Reading Intervention and requesting consent to place their child in the program.

* A meeting will then be scheduled, with the parents, to explain the program in detail and asking for their support in helping their child with work sent home.

* Early in the program, parents will be encouraged to observe their child working. Invitations can be extended by phone calls or personal visits to the home by the Early Reading Intervention teacher.

* An open house inviting the parents to the school to hear their children read should be planned towards the end of the program.

By involving the parents in the Early Reading Intervention program, many goals will be attained:

* It will increase parental understanding of the Early Reading Intervention program as well as the total educational process.

* It will promote parent involvement at home in the child's reading and writing.

* Parents will begin to feel a part of the learning program and at the same time become aware of their child's progress.

PROGRAM REQUIREMENTS

Which children are eligible?

Children being considered for the Early Reading Intervention program need to meet the following criteria:

* Migrant status I, II, or III, with priority given to Migrant Status I & II.
* Enrolled in first grade.
* Fluent English speaker or a score on BSM I of four or higher.
* In the lowest 30% of their class in reading.

How long is the program?

* Twelve weeks.

How frequent are the teaching sessions?

* Daily

When can the program be implemented?

* Before school.
* After school.
* During the school day.

What are the obligations of the school site?

* Instruction needs to take place in a quiet area large enough for a teacher and one student to work effectively.
* Purchase of a literature based integrated reading program - approximately $200.00.
* Provide miscellaneous materials such as paper, pencils, chalk, individual small chalkboards, and magnetic letters.

How will the program be staffed?

Research has shown that concentrated individual teaching is very demanding; therefore, it is recommended that a credentialed teacher implement the program for only part of the school day. Some of the options for staffing are as follows:

* Migrant resource teacher.
* Part-time teacher.
* District employed teacher.
* District employed reading resource teacher.

COMMUNICATION WITH ADMINISTRATION AND STAFF

Communication with Administration

Administrative support is critical to the implementation of the Early Reading Intervention program. In both the New Zealand and Ohio examples, administrators expressed their strong support of early intervention programs for the following reasons:

* The results raised the level of reading achievement for their schools.
* The program solved the problem of reaching readers "at-risk" of failure.
* The retention rate was reduced by as much as 50% in some classrooms.
* Administrators observed that children felt good about themselves and their reading ability.

Communication with Staff

Results of Early Reading Intervention are best when the intervention teachers and the classroom teachers work as partners. Means to effective communication are the following:

* The classroom teachers are asked for their input during the process of choosing students for the program.
* Before the program is implemented in a school, classroom teachers are invited to a meeting during which the program is described.
* If the program is to be a pull-out one, the classroom teachers will be consulted as to the best time for the child to be out of the classroom to minimize any loss of core curriculum offerings.
* The classroom teachers are invited to observe a lesson.
* Reading intervention teachers will observe children in their classrooms to gain further insight into their abilities as well as to provide valuable information to be used for a basis of interaction.
* Reading intervention teachers will be available to share test preparation strategies with classroom teachers before statewide testing times.
* Reading intervention teachers and classroom teachers may share ideas on reaching particularly troubled children.

RESPONSIBILITIES OF EARLY INTERVENTION TRAINERS

1. To provide individual supervision and training of Early reading Intervention teachers.

2. To develop and refine intervention teacher training strategies and materials.

3. To act as the liaison between the school or district and the Migrant Education Office.

4. To monitor progress of children instructed by each intervention teacher.

5. To manage aspects of the program such as assignments of students and release of students from the program.

6. To assist the intervention teachers in record keeping.

7. To assist the intervention teachers in testing and data collection to evaluate the progress of each child.

8. To provide inservice as needed to schools in the district.

9. To provide coaching for intervention teachers in training.

10. To promote parent involvement.

11. To make presentations at local, state, and national conferences.

12. To communicate with sites and interested school districts regarding Project requirements and arrangements.

13. To conduct research and project evaluation.

14. To select and evaluate books for the program and prepare a recommended list for dissemination.

RESPONSIBILITIES OF EARLY READING INTERVENTION TEACHERS

1. To fulfill Early Intervention teaching responsibilities.

2. To complete Early Reading Intervention record keeping.

3. To attend and participate in teacher inservice training.

4. To collect test information as guided by trainers.

5. To promote parent involvement.

6. To participate in coaching sessions.

7. To assist in project evaluation.

8. To recommend and/or prepare materials to enhance student achievement.

ADDRESSING STAGE STRATEGIES

The California State Migrant Education office has proposed several strategies to improve both the academic and social successes of migrant students. How does Early Reading Intervention address these strategies?

* Early Reading Intervention espouses the belief that intensive reading intervention must be provided to children who are experiencing difficulty, and it should be done early, before the child experiences learning failures.

* Early Reading Intervention's daily, 30-minute sessions are positive and tailored to each child. The instruction begins where the child is, not where the curriculum is, and the child experiences only successes.

* Teachers are trained to follow a proven technique, are observed carefully and provided with ongoing follow-up coaching to increase teaching skills. Above all, they are chosen for the program because of their sensitivity to the needs of migrant children.

* Early Reading Intervention has high expectations for its students; the program seeks to teach children strategies that will make them independent of the teacher, and is not meant to be a tutorial.

* Parent involvement is an integral part of Early Reading Intervention. The program is described, in detail, to the parents. They are encouraged to assist the team at home, whenever possible, as research has shown that the success experienced by children is greater when there is parent involvement.

* Reading intervention broadens the options available to migrant children for experiencing learning opportunities as it is available before and after school and during summer vacations.

* Early Reading Intervention goes to the heart of the core curriculum.....reading. Early failures in reading lead to problems in other areas of the core curriculum. Only through early intervention can poor reading habits and reading failure be prevented.

PILOT STUDY

In January, 1988, San Joaquin Elementary School was chosen as the site for the pilot session of Region IV's Early Reading Intervention program. San Joaquin had all the necessary characteristics for this program.

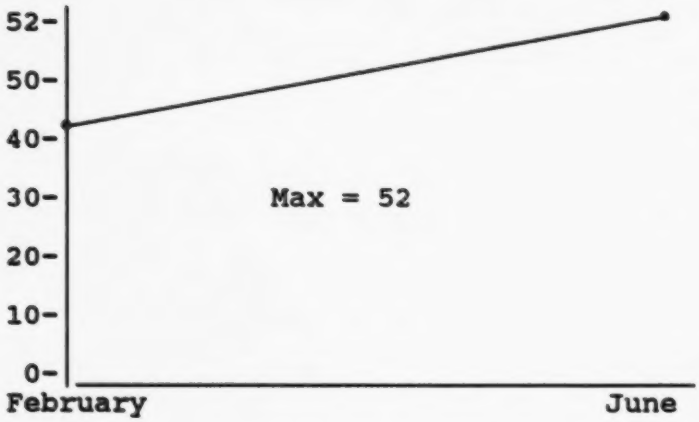
First, Glendora Jaco, San Joaquin's principal, readily accepted the program as she clearly saw that it was an excellent opportunity for young migrant students to improve their reading skills. Her easy acquiescence to the team's needs for classroom space, partitions to allow three teachers a private area to work with each child, and materials greatly facilitated the program's implementation.

Second, the first grade teachers were very cooperative and immediately saw the advantages of individual reading instruction for their students. After an orientation regarding the content of Early Reading Intervention, the classroom teachers and the intervention team easily reached many decisions such as which students would most benefit from the program and when to schedule them to minimize any loss of core curriculum offerings in the classroom. It was essential that the first grade teachers knew that Early Reading Intervention was meant to be supplemental to the valuable academic instruction they were providing.

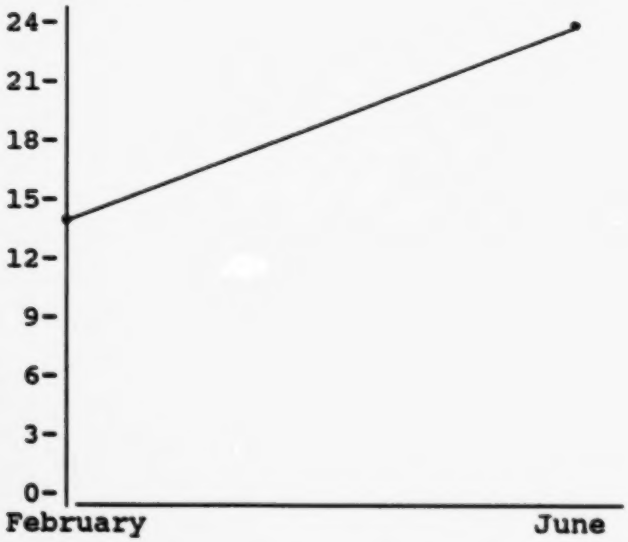
Finally, there was an ample number of migrant students, who were fluent in English, but below average in reading; they proved to be willing and enthusiastic candidates for the team. The first grade teachers advised the team at session's end that the children looked forward to their reading sessions and viewed them as a privilege. The pre and post test scores reveal that the children benefitted academically and, as significant, they all demonstrated a sincere joy in being able to read independently.

Individual daily lessons began about the end of January and continued until May. The average number of lessons given the children was sixty-two. A six-part comprehensive reading and writing test was given at session's beginning and end. Below is a summary of the results.

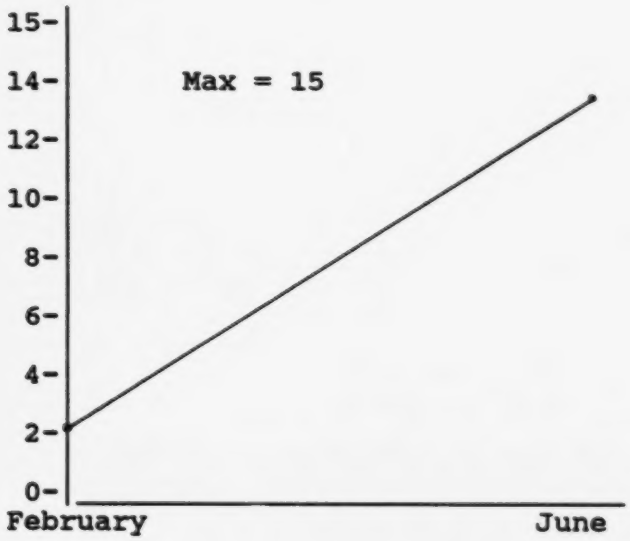
Letter Identification - Children were asked to identify the upper and lower case letters by alphabet name, the sound of that letter, or a word beginning with that letter. In the post test, not only did most of the children reach a perfect score, but they also chose to give words beginning with the letter, rather than the simpler alphabet name.



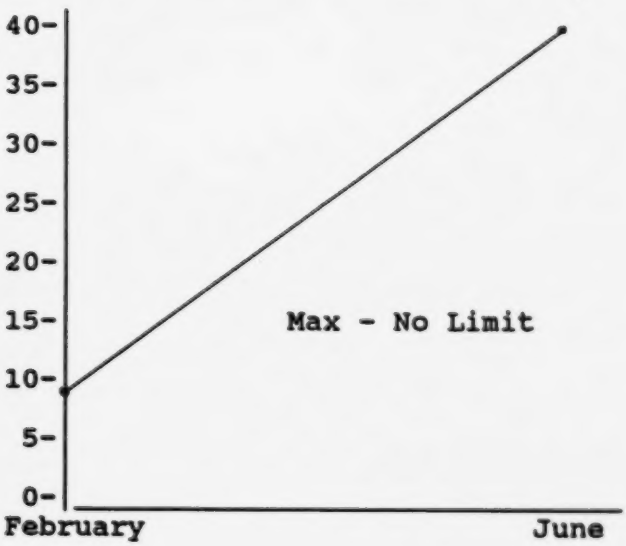
Concepts About Print - Children made significant gains in recognizing errors in letter or word order, as well as other concepts, such as the meaning of punctuation marks. A point was given for each concept identified correctly.



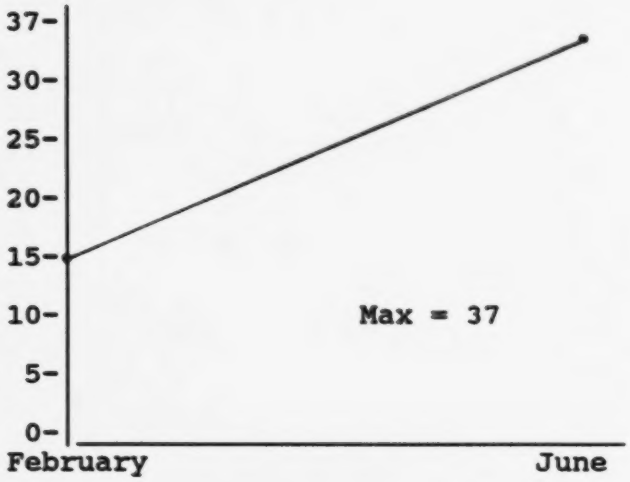
Word Test - Children were asked to read from a list of fifteen words frequently used in the first grade. A point was given for each word read correctly.



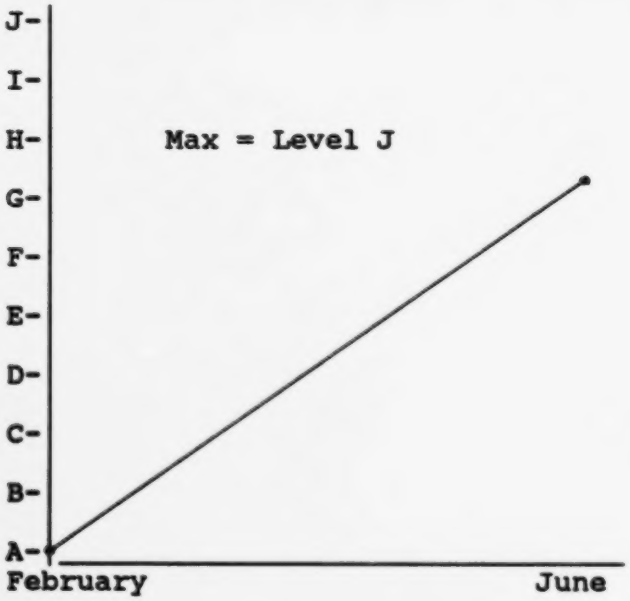
Writing Vocabulary - Children were asked to write all the words they knew within a ten minute period. They were given one point for each word they wrote and could read back correctly.



Dictation - Children were asked to write 2 sentences from Early Detection of Reading Difficulties handbook dictated by the teacher. They received one point for every sound that they wrote correctly.



Text Reading Level - Of all the measures on the six-part test, Text Reading Level is considered to be the most meaningful because it requires the child to use a variety of strategies in order to recall known words, to self-correct, and to solve unknown words. The goals of Early Reading Intervention are to instill in children a love of reading, self-confidence in reading, and reading skills; all of these were addressed and reached.



In both the Writing Vocabulary and Dictation tests, the children's scores increased markedly. This emphasizes the value of the reading intervention program for improving both reading and writing and reinforces intervention's philosophy that reading and writing are learned more readily interdependently, rather than exclusive of one another.

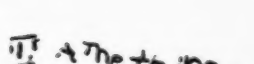
On a daily basis, children worked collaboratively with the teacher to construct the words they needed to complete their stories, analyzing the sounds in the words. Shown below is Valerie's pre and post Dictation tests. In the pre test, she would write only words she knew and would make no attempt to sound out any unknown words. It is evident, at session's end, that she became capable of writing many more words and that she had developed the self-confidence to sound out words, even if unsure of the final result.

Student: Valerie
Test: Dictation

Age: 7
Maximum score: 37

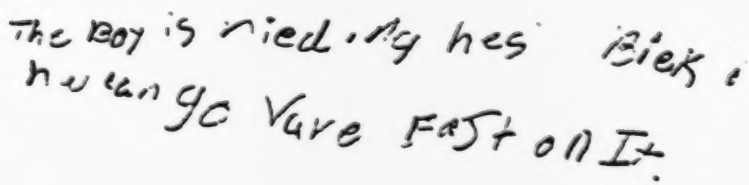
Score received on pre test: 7
Sentences dictated:

I have a big dog at home. Today I am going to take him to school.



Score received on post test: 35
Sentences dictated:

The boy is riding his bike. He can go very fast on it.



CONCLUDING REMARKS

The average migrant student in California is reading at the 28th percentile according to recent standardized test scores. Poor readers experience problems in other learning situations; these, in turn, have a marked impact on their self-esteem.

Most children are eager to learn in school; however, the fact that migrant children move constantly is a handicap in establishing a firm academic foundation. Migrant education is firmly committed to providing supplementary educational services to help migrant students become successful academically, despite the vicissitudes of their lives.

Successful adults are those who have grown to feel confident in their strengths, at ease in their communities, of value to their society, and in charge of their lives. These positive feelings begin early in life and can either be reinforced or refuted by school experiences. Each year, increasing numbers of ours students lose faith in themselves, their skills, and their communities, and begin to develop a pessimism about the future. This grim scenario need not continue. Schools should be places where everyone succeeds. Curriculum must be carefully planned to provide situations that teach children valuable skills and enable them to feel good about themselves. Region IV's Early Reading Intervention program is one excellent option for reaching these goals.

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DIAGNOSTIC SUMMARY SHEET

Recommended for survey checks after one year of instruction

Name:_____ Date:_____ D. of B._____ Age:____yrs ____mths

School:_____

SUMMARY OF RUNNING RECORD

Text Titles	Running Words / Error	Error Rate	Accuracy	Self-Correction Rate
1. Easy_____	_____	1:_____	_____%	1:_____
2. Instructional_____	_____	1:_____	_____%	1:_____
3. Hard_____	_____	1:_____	_____%	1:_____

Directional Movement_____

ANALYSIS OF ERRORS Cues used and cues neglected

Easy_____

Instructional_____

_____

Hard_____

_____

Cross checking on cues

_____

LETTER IDENTIFICATION ___/52

CONCEPTS ABOUT PRINT **SAND** **STONES** ___/24

WORD TEST (CLAY) LIST A_____ LIST B_____ LIST C_____ ___/15

OTHER READING TEST (BURT-NZ, 1981)_____

WRITING SAMPLE	WRITING VOCABULARY	DICTATION	STORY	SPELLING
Language		A B C D E		
Message:				
Direction:		___/37		

Early Detection of Reading Difficulties

A\DOTSON\FRM
Rev. 6/88

SUMMARY TESTING AND RECOMMENDATIONS

Name:_____

Date of Birth:_____

School:_____

SUMMARY OF RUNNING RECORD

Text Titles	Running Words / Error	Error Rate	Accuracy	Self-Correction Rate
Initial Test Date:_____				
1. Easy_____	_____	1:_____	_____%	1:_____
2. Instructional_____	_____	1:_____	_____%	1:_____
3. Hard_____	_____	1:_____	_____%	1:_____
Retest Date:_____				
1. Easy_____	_____	1:_____	_____%	1:_____
2. Instructional_____	_____	1:_____	_____%	1:_____
3. Hard_____	_____	1:_____	_____%	1:_____
_____ Date:_____				
1. Easy_____	_____	1:_____	_____%	1:_____
2. Instructional_____	_____	1:_____	_____%	1:_____
3. Hard_____	_____	1:_____	_____%	1:_____

TESTS	L.I. 52 Stanine		C.A.P. 24 Stanine		Word Test 15 Stanine		Reading Test Score	Writing Stanine		Dictation 37 Stanine	
Initial test Date:											
Retest Date:											

RECOMMENDATIONS: (for class teacher, or for review, or further teaching, or further assessment)

Early Detection of Reading Difficulties

A\DOTSON\FRM
Rev. 6/88

Useful strategies on text:

Problem strategies on text:

Useful strategies with words:

Problem strategies with words:

Useful strategies with letters:

Problem strategies with letters:

SUMMARY:

SIGNATURE:_____

Early Detection of Reading Difficulties

A\DOTSON\FRM
Rev. 6/88

SUMMARY OF RUNNING RECORD

Name:_____ Date_____ D. of B._____ Age:____ yrs____mths

School:_____ Recorder:_____

SUMMARY OF RUNNING RECORD Text Titles	Running Words / Error	Error Rate	Accuracy	Self-Correction Rate
1. Easy_____	_____	1:_____	_____%	1:_____
2. Instructional_____	_____	1:_____	_____%	1:_____
3. Hard_____	_____	1:_____	_____%	1:_____

Directional Movement_____

ANALYSIS OF ERRORS Cues used and cues neglected

Easy_____

Instructional_____

_____

Hard_____

_____

CROSS CHECKING ON CUES

Page		E	SC	Cues Used * E	Cues Used * SC

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Page		E	SC	Cues Used * E	SC

Early Detection of Reading Difficulties

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CALCULATION AND CONVERSION TABLES

ERROR RATE	PERCENT ACCURACY
1:200	99.5
1:100	99
1: 50	98
1: 35	97
1: 25	96
1: 20	95
1: 17	94
1: 14	93
1: 12.5	92
1: 11.75	91
1: 10	90
1: 9	89
1: 8	87.5
1: 7	85.5
1: 6	83
1: 5	80
1: 4	75
1: 3	66
1: 2	50

CALCULATIONS

RW = Running Words
E = Errors
SC = Self-corrections

ERROR RATE

$$\frac{\text{Running words}}{\text{Errors}}$$

e.g. $\frac{150}{15}$ = Ratio 1:10

ACCURACY

$$100 - \frac{E}{RW} \times \frac{100}{1}$$

$$100 - \frac{15}{150} \times \frac{100}{1} \%$$

= 90%

SELF-CORRECTION RATE

$$\frac{E + SC}{SC}$$

$\frac{15 + 5}{5}$ = Ratio 1:4

A	F	K	P	W	Z
B	H	O	J	U	
C	Y	L	Q	M	
D	N	S	X	I	
E	G	R	V	T	
a	f	k	p	w	z
b	h	o	j	u	
c	y	l	q	m	
d	n	s	x	i	
e		r	v	t	g

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LETTER IDENTIFICATION SCORE SHEET

Name:_____ Age:_____

Recorder:_____ Date of Birth:_____

Date:_____

TEST SCORE: 152

STANINE GROUP:

	A	S	WORD	I.R.		A	S	WORD	I.R.
A					a				
F					f				
K					k				
P					p				
W					w				
Z					z				
B					b				
N					h				
O					o				
J					j				
U					u				
C					c				
Y					y				
L					l				
Q					q				
M					m				
D					d				
N					n				
S					s				
X					x				
I					i				
E					e				
G									
R					r				
V					v				
T					t				
					g				
				TOTALS					

Confusions:

Letters Unknown:

Comment:

Recording:

A Alphabet response: tick (check)

S Letter sound response: tick (check)

Word Record the word the child gives

IR Incorrect response: Record what the child says

Score —— One or more criteria correct: one check

TOTAL SCORE

CONCEPTS ABOUT PRINT SCORE SHEET

Date:_____

Name:_____ Age:_____ TEST SCORE: 124

Recorder:_____ Date of Birth:_____ STANINE GROUP:

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5 4/5 4/5 4/5		3. Where to start 4. Which way to go 5. Return sweep to left 6. Word by word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begin 'The' (Sand) or 'I' (Stones) bottom line, top OR turn book	
10/11		10. Line order altered	
12/13 12/13 12/13		11. Left page before right 12. One change in word order 13. One change in letter order	
14/15 14/15		14. One change in letter order 15. Meaning of?	
16/17 16/17 16/17 16/17		16. Meaning of full stop 17. Meaning of comma 18. Meaning of quotation marks 19. Locate M m H h (Sand) OR T t B b (Stones)	
18/19		20. Reversible words was, no	
20 20 20 20		21. One letter: two letters 22. One word: two words 23. First and last letter of word 24. Capital letter	

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LIST A	LIST B	LIST C
Practice Word the	Practice Word said	Practice Word is

I	and	Father
Mother	to	come
are	will	for
here	look	a
me	he	you
shouted	up	at
am	like	school
with	in	went
car	where	get
children	Mr	we
help	going	they
not	big	ready
too	go	this
meet	let	boys
away	on	please

WORD TEST SCORE SHEET

Use any one list of words.

Date:_____

TEST SCORE: 115

Name:_____ Age:_____

STANINE GROUP:

Recorder:_____ Date of Birth:_____

Record incorrect responses beside word

LIST A	LIST B	LIST C
I	and	Father
Mother	to	come
are	will	for
here	look	a
me	he	you
shouted	up	at
am	like	school
with	in	went
car	where	get
children	Mr.	we
help	going	they
not	big	ready
too	go	this
meet	let	boys
away	on	please

COMMENT:

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WRITING VOCABULARY TEST SHEET

Date:_____

Name:_____ Age:_____

TEST SCORE: [ ]

Recorder:_____ Date of Birth:_____

STANINE GROUP: [ ]

(Fold heading under before child uses sheet)

COMMENT

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A dictation test

Simple sentences are used as a dictation test. The child is given credit for every sound that he writes correctly, even though the work may not be correct. The scores give some indication of the child's ability to analyze the word he hears or says and to find some way of recording the sounds he hears as letters.

Administration

Say to the child:
'I am going to read you a story.
When I have read it through once I will read it again very slowly so that you can write down the words in the story.'
Read the test sentences at normal speed:
'Some of the words are hard.
Say them slowly and think how you would write them.'
Dictate slowly. When the child comes to a problem word, say:
'You say it slowly. How would you start to write it. . .
What else can you hear.'
If the child cannot complete the word say:
'We'll leave that word. The next one is. . .'
Point to where to write the next word if this helps the child.

There are five alternative dictation tests with one or two sentences. When retesting it is advisable to use an alternate form. The tests are listed on the following page.

Recording

Write the text below the child's version.

hm	skol	b
him	school	big

Tests and scoring *

Score 1 point for each sound (phoneme) the child has analyzed that is numbered 1 to 37 below and total out of 37.

Changes in letter order
Where the child has made a change in letter order, take 1 mark off for that word. For example

ma	2 - 1 = 1	gonig	5 - 1 = 4
am		going	

Alternatives accepted
Alternatives are accepted when the sound analysis is a useful one. For example

skool	tace
school	take

Additions and omissions
1 If a letter does not have a number underneath it, it receives no score, even if a preceding letter is omitte for example

tody
today = 3

2 Additions do not affect scoring as long as numbered letters are included. For example

todae
today = 4

Make some notes about

* any sequencing errors
* omission of sounds
* unusual use of space on the page
* unusual placement of letters within words.

These may provide teaching points later in the child's programme.

Administration and scoring
Select one of the following alternate Forms: A, B, C, D, or E.

Form A

I	have	a	big	dog	at	home.
1	2 3 4	5	6 7 8	9 10 11	12 13	14 15 16

Today	I	am	going	to	take	him
17 18 19 20		21 22	23 24 25 26 27		28 29 30	31 32 33

to	school.
	34 35 36 37

Form B

Mom	has	gone	up	to	the	shop.
1 2 3	4 5 6	7 8 9	10 11	12 13	14 15	16 17 18

She	will	get	milk	and
19 20	21 22 23	24 25 26	27 28 29 30	31 32 33

bread.
34 35 36 37

Form C

I	can	see	the	red
1	2 3 4	5 6	7 8	9 10 11

boat	that	we	are	going
12 13	14	15 16 17	18 19	20 21 22 23 24 25 26

to	have	a	ride	in.
27 28	29 30 31	32	33 34 35	36 37

Form D

The	bus	is	coming.	It
1 2	3 4 5	6 7	8 9 10 11 12 13	14 15

will	stop	here	to	let	me
16 17 18	19 20 21 22	23 24 25	26 27	28 29 30	31 32

get	on.
33 34 35	36 37

Form E

The	boy	is	riding	his	bike.
1 2	3 4	5 6	7 8 9 10 11 12	13 14 15	16 17 18

He	can	go	very	fast	on	it.
19 20	21 22 23	24 25	26 27 28 29	30 31 32 33	34 35	36 37

Early Detection of Reading Difficulties

A\DOTSON\FRM
Rev. 6/88

DICTATION TEST SHEET

Date:_____

Name:_____ Age:_____

TEST SCORE: 137

Recorder:_____ Date of Birth:_____

STANINE GROUP:

(Fold heading under before child uses sheet)

COMMENT

EARLY/RDG/INT
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NAME_____ DATE_____ SCHOOL_____ D.O.B._____

	RE-READING	NEW TEXT	WORD OR LETTER ANALYSIS	WRITING OBSERVATION	COMMENTS
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

NAME Patricia A. DATE March 7 - March 11 SCHOOL San Joaquin Elementary D.O.B. 11/11/81

	RE-READING	NEW TEXT	WORD OR LETTER ANALYSIS	WRITING OBSERVATION	COMMENTS
MONDAY	Review: Huggles Goes Away Take a running record score = 100% Reread previous books read.	Introduce + read Snap	Using magnetic letters build short e + a words. Ex: tell left snap eat sell nest tiny rat well smell Ray cat sell flop	Student dictates sentence and draws picture. "The lion is telling the others there's an alligator." (from storybook)	Patricia had no problem with short a words but needs more work on short e.
TUESDAY	Review: Snap Take a running record. score = 90% words missed: rhinoceros falls	Introduce + read Ice Cream Up in a Tree } sent in by classroom teacher	Added to word cards from Dolch list. (See "weekly record of writing vocabulary" for list of words added.	Finish up picture + sentence from yesterday Make cut-up sentence: "My cat is red."	
WEDNESDAY	Review: Ice Cream 100% Up in a Tree 100% Re-read Snap + take a running record 100%	Introduce + read What is a Huggles?	With magnetic letters review short e words again. Ex: red tell Ted bed well smell sell	Using chalkboard give student all words on word cards to spell from memory and put into sentences.	Patricia did much better today. She had no trouble with short e.
THURSDAY	Review: What is a Huggles? 100% Reread 2-3 other known books.	Read to student big book Why Can't I Fly? Read twice. Have student participate on second reading.	Using Elkonin method help student to decode some of the words from story. (Ex: flop, can, spots)	Finish task from yesterday's lesson.	Patricia read the big book at almost 100% after one reading with teacher.
FRIDAY	Review: Why Can't I Fly? 100% Reread all previous books from Level A.	Introduce + read Magic Jump	Review short o sound. Use "not" from new story. Build other words. Ex: cot Tod dot rod nod	Discuss shamrocks + clover and how they are lucky. Make shamrock and write sentence to attach to it. Patricia's sentence: "I would be lucky if I found a doll."	

WEEKLY RECORD OF WRITING VOCABULARY

Name: _____

Date of Birth: _____

Initial Testing Date:	Week: Date:	Week: Date:	Week: Date:	Week: Date:	Week: Date:	Week: Date:
Week: Date:	**Week: Date:**	**Week: Date:**	**Week: Date:**	**Week: Date:**	**Week: Date:**	**Week: Date:**

0--0--0 95% accuracy or above.

0--0--0 90% to 94% accuracy.

0--0--0 80% to 89% accuracy.

Migrant Education
Region IV

ROBERT L. ALLEN, Administrator
487 West Shaw Avenue, Suite A-1
Fresno, California 93704
(209) 225-6612

Dear Parents:

During the 1988-89 academic year, the Migrant Education Office of Fresno County will be offering a special reading program called Early Reading Intervention. Our main goal is to help migrant students in the first grade become confident of their reading abilities. Each student will be receiving one-to-one daily instruction in reading and writing for a 12 week block by a specially trained teacher. Your child, _____, has been selected to participate in this project.

Please sign the attached letter if you would like to participate in this individualized reading program. You are encouraged to visit the program throughout the 12 week session. If you have any questions at all, please do not hesitate to call the Migrant Office, 225-6612.

At a future date, we will be inviting you to a meeting, at which time we will explain the program in detail and suggest ways for parents to help their children at home. Thank you.

Sincerely,

Donna Dotson
Early Intervention Team Coordinator

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Migrant Education
Region IV

ROBERT L. ALLEN, Administrator
487 West Shaw Avenue, Suite A-1
Fresno, California 93704
(209) 225-6612

Estimados Padres:

Durante el año academico 1988-89, la Oficina de Educación Migrante del Condado de Fresno estara ofreciendo un programa de lectura especial llamado Intervención de Lectura Temprana. Nuestra meta principal es ayudar a los estudiantes migrantes del primer grado a estar seguros de sí mismos en sus habilidades de lectura. Cada estudiante recibirá instrucción diaria de uno-a-uno en lectura y escritura por un bloque de 12 semanas por un maestro de entrenamiento especial. Su niño/a, _____ _____, ha sido seleccionado a participar en este proyecto.

Si a usted le gustaria participar en este programa individualizado de lectura, por favor firme la carta adjunta. Usted esta animado a visitar el programa durante la sesión de 12 semanas. Si usted tiene cualquier pregunta, por favor no vacile en llamar a la Oficina Migrante, 225-6612.

En una fecha futura, le estaremos invitando a una junta en la cual le explicaremos el programa en detalle y sugeriremos a los padres maneras de como ayudar a sus niños en casa. Gracias.

Sinceramente,

Donna Dotson
Coordinadora del Equipo
de Intervención Temprana

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Migrant Education
Region IV

ROBERT L. ALLEN, Administrator
487 West Shaw Avenue, Suite A-1
Fresno, California 93704
(209) 225-6612

Date_____

I give permission for my child, _____
to participate in the Early Reading Intervention program at
_____School. The program will begin on
_____ and continue until _____.

_____
Parent Signature

Fecha_____

Yo doy permiso para que mi niño/a, _____
participe en el programa Intervención Temprana de Lectura en la
escuela _____. El programa comenzará en
_____ y continuará hasta _____.

_____
Firma de Padres